



# Thirsk School & Sixth Form College

## Key Stage 4 Curriculum Information Booklet

### 2024



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## Introduction

This handbook is designed to give students and parents/carers the information about our Key Stage 4 curriculum that is required in order to make option choices for years 10 and 11. For the first-time students are involved in planning their own course of study, so it is important to read this handbook carefully.

At Thirsk School and Sixth Form College, our aim is to guide students in making choices which allow them to make the most of their individual interests, aptitudes and talents and to encourage them to achieve at the highest level. In order to make this possible, we must provide opportunities for students to make informed choices based on their personal strengths and developing career aspirations. We do this through our Careers programme and by providing students and parents/carers with detailed information about what is on offer and by being available to discuss alternative choices until a final decision is reached.

Change is nothing new in the education system. For some time now there has been a growing emphasis on providing a suitably challenging academic curriculum for all students. Parents are most likely to have experienced a quite different style of GCSEs to the ones our young people now face. The key features of the current KS4 curriculum are:

- No 'coursework' or controlled assessment – all assessment is by end-of-course examination (except in certain vocational subjects)
- Longer written answers in examinations
- **All** students study both English Language and English Literature
- **All** students must study at least 2 GCSEs in Science
- **Many** students are encouraged to study subjects that make up the 'English Baccalaureate'
- All exams at the end of the two-year course (summer 2024)
- Graded 9-1 where 9 is the top grade for GCSE courses

At Thirsk School and Sixth Form College, we continue to offer a wide range of subjects, despite the restrictions placed upon us by national policy moves. For example, in addition to traditional GCSE courses, students can choose from a range of vocational courses, which allow students with a particular interest, for example in Health and Social Care, Sport, Engineering or Hospitality and Catering, to pursue this interest through Key Stage 4 by following appropriate courses. All of these courses are approved by Ofqual, the government regulator, and allow students access to further education courses. Our Key Stage 4 curriculum is designed to provide students with the best combination of courses in order to make the most of their individual interests, aptitudes and talents and to encourage them to achieve at the highest level.

## How do students choose?

There are two 'pathways', depending on a student's prior ability in Modern Foreign Languages:

**Students in set 2 or 3 for Modern Foreign Languages** (French/German) must choose at least one from the following subjects: French, German, History, Geography. They will then study a further **three** subjects from the full range detailed in this booklet. Students in these groups may study more than one of these subjects and are seriously urged to consider choosing a modern foreign language.

**Students in set 1 for Modern Foreign Languages** (French/German) must choose at least one language (French and/or German) and at least one Humanity (History and/or Geography). They will then study a further **two** subjects from the full range. This secures the English Baccalaureate 'overarching' qualification; this is a measure presented in publicly available school performance measures. It is seen by some as a worthy measure of "broad, balanced and robust" if earned with grades at 4 or 5 or better. We make it available through the options for **everyone** who wants to access it. We act to persuade our strongest linguists that they should earn it. However, it is not the preference of everyone to be steered in this way, nor will it suit all learners. We also prize our arts, technology and other subjects which we believe should not be squeezed out. Hence for students who may not attain the highest grades in modern foreign languages we have more choice. This system has worked very well for the last three years.

All students will be asked to indicate reserve choices on their choices form. Reserve choices may be used if students' first choices are unavailable. Every effort will be made to give students their first choices, but we cannot guarantee a particular combination of subjects. In addition, staffing issues and numbers choosing particular courses may mean that some subjects do not run. In cases where we are unable to offer a requested combination of subjects, students will be interviewed individually to resolve the matter. The option blocks are created by a sophisticated computer programme into which student choices are inputted; it is designed to maximise student satisfaction.

Students must return their choices form to their form tutor by **Friday 2<sup>nd</sup> February**. In order to help students to make their choices, we will be providing information, advice and guidance as follows:

- A copy of this handbook has been sent to all students in Year 9 and their priority one contacts and is also available on our website ([www.thirskschool.org](http://www.thirskschool.org)). The handbook gives information about all our courses, including the core curriculum.
- Parent/carers and students will be invited make appointments with key staff on the Yr9 Parents' Evening on **Tuesday 23<sup>rd</sup> January**. **Mr Dickson's time can be booked for options-related discussions. Mrs Head, Miss Stimson and Mrs Hudson are also available for options discussions on Tuesday 23<sup>rd</sup> January. It is likely you'll be able to see these staff without appointments if questions arise during the evening.**
- Parents/carers and students can e-mail any of the key staff (Mr Dickson, Mrs Stimson, Mrs Hudson, Mrs Head and Miss Fulford) or the subject leaders at any time to ask for more information or advice.

## Course details for Core Curriculum Areas

These subjects take up 30 of the 50 hours each fortnight.

All students will attend lessons in the following subjects:

- English
- Mathematics
- Science
- Social and Religious Studies (SRS)
- Physical Education (PE)

## Course Details for English Baccalaureate Subjects

Students in set 1 for French or German will study **at least two** subjects from this group – one language and one humanity. This will allow them to achieve the full 'English Baccalaureate'. The Department for Education has set out its intention that the majority of students across the country should be studying subjects that will allow them to achieve the English Baccalaureate.

Students in set 2 or 3 for French or German will study **at least one** subject from this group. Each of the subjects chosen from this group represents 5 hours of the 50 each fortnight.

- Geography
- History
- French
- German

## Course Details for GCSE Subjects

### Course Details Vocational Courses

Beyond the core curriculum and 'EBacc' subjects, students are given freedom about the subjects that they will study. They will study a further two or three subjects, each of which has 5 timetabled hours per fortnight. These choices can be difficult to make and it is important that students review their current progress in their chosen courses and read the information given and listen to the advice offered.

Given that different students may have preferences with different styles of curriculum within their option choices, we believe that some will prefer the academic challenge offered by GCSE courses, whilst others will prefer studying demanding vocational courses. These courses are also academically challenging but have additional advantages:

- A little more flexibility in the timing and style of assessment
- Clear relevance to the real world outside school
- An emphasis on practical skills and application of knowledge

Students need to think carefully about how best they learn, and consider the mix of subjects that will best allow them to realise their potential.

Students can choose their remaining subjects from the following lists of GCSE and Vocational subjects. Please note that the English Baccalaureate subjects are included in this list, as **students may choose to study more than one language and more than one humanity.**





















## GCSE Courses

Art & Design	Geography
Business Studies	German
Computer Science	History
Design Technology	Music
Drama	Physical Education
French	Triple Science

## Vocational Courses

- Engineering (BTEC)
- Health, Social and Early Years Care (Cambridge National)
- WJEC Level 1 / 2 Award in Hospitality and Catering Specification A
- Level 1/Level 2 Cambridge National in Sports Studies

## Learn more about our subjects

<b>English Language</b>  <small>ENGLISH LANGUAGE GCSE 20</small>	<b>Social and Religious Studies</b>  <small>RELIGIOUS STUDIES AMC 2024.pptx</small>	<b>GCSE Art, Craft &amp; Design</b>  <small>ART, CRAFT AND DESIGN GCSE 2024</small>	<b>Music</b>  <small>MUSIC GCSE 2024.pptx</small>	<b>PE GCSE and Sport Studies</b>  <small>PE GCSE and Sports Studies 2024.pptx</small>
<b>English Literature</b>  <small>ENGLISH LITERATURE GCSE 20</small>	<b>Geography</b>  <small>GEOGRAPHY 2024.pptx</small>	<b>Business</b>  <small>BUSINESS STUDIES GCSE 2024.pptx</small>	<b>Drama</b>  <small>DRAMA GCSE 2024.pptx</small>	<b>Health and Social Care</b>  <small>HEALTH &amp; SOCIAL CARE CAM NATIONAL</small>
<b>Mathematics</b>  <small>MATHS GCSE 2024.pptx</small>	<b>History</b>  <small>HISTORY GCSE 2024.pptx</small>	<b>Design and Technology</b>  <small>DT PRODUCT DESIGN.pptx</small>	<b>Engineering</b>  <small>WJEC Engineering Options Narrated.pptx</small>	<b>Hospitality and Catering</b>  <small>HOSPITALITY &amp; CATERING 2024.pptx</small>
<b>Combined and Triple Science</b>  <small>COMBINED AND TRIPLE SCIENCE GCSE</small>	<b>French and German</b>  <small>FRENCH and GERMAN GCSE 2024</small>	<b>Computer Science</b>  <small>Computing 2024.pptx</small>	<b>PSHCE</b>  <small>KS4 PSHCE 2024.pptx</small>	

## English Language

All students will follow the English Language and English Literature courses, ensuring breadth and depth of study and meaning that they will achieve two separate GCSE grades. A grade 5 or above in English is of great importance to employers and college admissions teams.

There is no Controlled Assessment in English Language.

<b>Course Title</b>	<b>English Language GCSE</b>
<b>Overview</b>	A linear course in English Language.
<b>Limitations</b>	Compulsory for ALL students.
<b>Most suitable for</b>	All students.
<b>Qualification gained</b>	GCSE.
<b>Awarding Body and specification</b>	AQA English Language 8700.
<b>Grading</b>	9 – 1 where 9 is the best grade.
<b>Main areas of knowledge understanding and skills</b>	<p>Reading: Read a wide range of texts and respond critically and sensitively. Improve knowledge and understanding of meaning, structure, language and form.</p> <p>Writing: Write effectively and coherently using Standard English appropriately. Use grammar correctly and spell and punctuate accurately.</p>
<b>Assessment</b>	<p><b>Paper 1: Explorations in Creative Reading and Writing</b> 1 hour 45 minutes, 80 marks, 50% of GCSE <b>Section A: Reading.</b> 40 marks. Assessment on a single text through one short answer, two longer answers and one extended response. <b>Section B: Writing.</b> 40 marks. Assessment on one extended writing question.</p> <p><b>Paper 2: Writers' Viewpoints and Perspectives</b> 1 hour 45 minutes, 80 marks, 50% of GCSE <b>Section A: Reading.</b> 40 marks. Assessment on one short, two longer and one extended response on two linked texts. <b>Section B: Writing.</b> 40 marks. Assessment on one extended writing question. Non-exam assessment: Speaking and Listening Assessments.</p>
<b>Allows progression to</b>	<p>A-Level English Literature and/or English Language.</p> <p>Students will be required to achieve a Grade 5 or higher to progress to sixth form or most post-16 courses.</p> <p>GCSE English Language at Grade 5 or above allows students to progress to most post 16 courses or employment.</p>
<b>Expenses involved</b>	None unless a text is lost by a student as a replacement would be required.
<b>Curriculum Leader</b>	Ms N Gibson - <a href="mailto:nicola.gibson@thirskschool.org">nicola.gibson@thirskschool.org</a>



## English Literature

All students will follow the English Literature and English Language courses, ensuring breadth and depth of study and meaning that they will achieve two separate GCSE grades. A grade 5 or above in English is of great importance to employers and college admissions teams.

There is no Controlled Assessment in English Literature.

<b>Course Title</b>	<b>GCSE English Literature</b>
<b>Overview</b>	A linear course in English Literature.
<b>Limitations</b>	Compulsory for ALL students.
<b>Most suitable for</b>	All students.
<b>Qualification gained</b>	GCSE.
<b>Awarding Body and specification</b>	AQA English Literature 8702
<b>Grading</b>	9 – 1 where 9 is the best grade.
<b>Main areas of knowledge understanding and skills</b>	<p>Reading: Students will develop skills of literal and inferential comprehension and will be able to offer evaluations of a writer’s choice of vocabulary and the grammatical and structural features in their work.</p> <p>Writing: Students will produce clear and coherent responses to literary texts using apt quotations and relevant textual references. Students must use accurate Standard English.</p>
<b>Assessment</b>	<p><b>All exams are closed book.</b></p> <p><b>Paper 1: Shakespeare and the 19<sup>th</sup>-century novel.</b></p> <p>1 hour 45 mins, 64 marks, 40% of GCSE.</p> <p><b>Section A: Shakespeare:</b> <i>Macbeth</i>. One question on their chosen play with detailed focus on an extract and links to the play as a whole.</p> <p><b>Section B: The 19<sup>th</sup>-century novel:</b> <i>The Strange Case of Dr Jekyll and Mr Hyde</i>. One question on their novel of choice requiring them to focus in detail on an extract and make links to the novel as a whole.</p> <p><b>Paper 2: Modern texts and poetry.</b></p> <p>2 hours 15mins, 96 marks, 60% of GCSE.</p> <p><b>Section A: Modern texts.</b> One question from a choice of two on their drama text, <i>An Inspector Calls</i>.</p> <p><b>Section B: Poetry.</b> One comparative question on two poems from the Power and Conflict section of the Poetry Anthology.</p>

	<b>Section C: Unseen poetry.</b> One question on an unseen poem and another comparing this poem to a second unseen poem.
<b>Allows progression to</b>	A-Level English Literature and/or English Language.  Students will be required to achieve a Grade 5 or higher to progress to sixth form or most post-16 courses.  GCSE English Language at Grade 5 or above allows students to progress to most post-16 courses or employment.
<b>Expenses involved</b>	None unless a text is lost by a student as a replacement would be required. We encourage students to buy their own copies of the text as they can then annotate them. Revision guides for the set texts will also be available to purchase during the course.
<b>Curriculum Leader</b>	Ms N Gibson - <a href="mailto:nicola.gibson@thirskschool.org">nicola.gibson@thirskschool.org</a>

# Mathematics

You will prepare for **one of two levels of** GCSE exam, depending on how much progress you have made in Mathematics so far:

- ★ **FOUNDATION LEVEL**  
Covers the Math's you need for everyday life such as arithmetic, measurement, handling money and reading graphs and tables. This level also includes the basics of algebra and trigonometry and provides a broad general Mathematics education.
- ★ **HIGHER LEVEL**  
Involves study of Mathematics in more depth and prepares you for continuing with Mathematics-related subjects after GCSE.

<b>Course Title</b>	<b>GCSE Mathematics</b>
<b>Overview</b>	A linear course in Mathematics
<b>Limitations</b>	Compulsory for ALL students
<b>Most suitable for</b>	All students
<b>Qualification gained</b>	GCSE
<b>Awarding Body and specification</b>	AQA Specification 8300
<b>Grading</b>	Higher Level: Grades 9 – 4 (where 9 is the best grade) Foundation Level: Grades 5- 1
<b>Main areas of knowledge understanding and skills</b>	All students will study the following topic areas: <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Ratio, proportion and rates of change</li> <li>• Geometry and measures</li> <li>• Probability</li> <li>• Statistics</li> </ul>
<b>Assessment</b>	3 written papers at the end of Year 11 (for higher and foundation) Paper 1: Non-Calculator (1 hour 30 minutes) Paper 2: Calculator (1 hour 30 minutes) Paper 3: Calculator (1 hour 30 minutes)
<b>Allows progression to</b>	AS Level in Core Mathematics (grade 5 or above) A-Level Mathematics (grade 7 or above recommended) A-Level Further Mathematics (grade 8 or above recommended)
<b>Expenses involved</b>	You need to provide yourself with basic Mathematical instruments and a suitable calculator. You can also purchase past paper revision packs in year 11 (approx. £5)
<b>Curriculum Leader</b>	Mrs L R Brewer - <a href="mailto:linda.brewer@thirkschool.org">linda.brewer@thirkschool.org</a>

## Combined Science

<b>Course Title</b>	<b>GCSE Combined Science</b>
<b>Overview</b>	The GCSE Combined Science course is for learners of all abilities. We will be following the AQA Trilogy specification that presents Biology, Chemistry and Physics in separate units, all of which are compulsory in order to ensure all students have a broad and balanced curriculum in science.
<b>Limitations</b>	Compulsory for ALL students
<b>Most suitable for</b>	All students
<b>Qualification gained</b>	GCSE Combined Science (Trilogy route). This is a double award and therefore results in the equivalent of 2 GCSEs.
<b>Awarding Body and specification</b>	AQA Combined Science (Trilogy) 8464
<b>Grading</b>	Higher Level: Grades 9 – 4  Foundation: Grades 5 - 1  As Combined Science is equivalent to 2 GCSEs, it will have a 17-point grading scale from 9-9, 9-8 through to 2-1, 1-1.
<b>Main areas of knowledge understanding and skills</b>	<p>The course is designed to encourage students to:</p> <ul style="list-style-type: none"> <li>• develop scientific knowledge and conceptual understanding of science</li> <li>• develop understanding of the nature, processes and methods of science</li> <li>• develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, in the laboratory, in the field and in other learning environments</li> <li>• develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively</li> </ul> <p><b>Biology</b> topics include cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology.</p> <p><b>Chemistry</b> topics include atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry; chemical changes and energy changes, the rate and extent of chemical change, organic chemistry, chemical analysis and chemistry of the atmosphere and using resources.</p> <p><b>Physics</b> topics include energy, electricity, particle model of matter, atomic structure, forces, waves and magnetism and electromagnetism.</p> <p>Integrated into the content and investigative work all of these subjects are the skills, knowledge and understanding of <b>Working Scientifically</b>.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• There are 6 exams papers (2 Biology, 2 Chemistry, 2 Physics), all of which are taken at the end of the course (May/June) in year 11.</li> <li>• All papers are 1 hour 15 minutes and have a total of 70 marks available. They are equally weighted and each is worth 16.7% of the grade.</li> </ul>

	<ul style="list-style-type: none"> <li>• Each paper will consist of multiple choice, structured, closed, short answer and open response questions.</li> <li>• Students will carry out 21 Required Practical's. These will be assessed as part of the written exams with at least 15% of the marks coming from questions related to these Practical's.</li> </ul>
<b>Allows progression to</b>	Students who achieve good grades on the Higher tier at GCSE can progress onto A level sciences (Biology, Chemistry and Physics)
<b>Expenses involved</b>	We strongly recommend that you purchase the revision guides offered through the Science department in the first term of year 10.
<b>Curriculum Leader</b>	Dr G Griffiths - <a href="mailto:gary.griffiths@thirkschool.org">gary.griffiths@thirkschool.org</a>

## Social and Religious Studies (SRS)

Social and Religious Studies is a programme which includes GCSE Religious Studies as well as Personal, Social, Health and Citizenship Education. Students begin to study SRS at the start of year 9 and complete the course at the end of year 11.

<b>Course Title</b>	<b>Social and Religious Studies</b>
<b>Overview</b>	The SRS programme combines GCSE Religious Studies with aspects of PSHCE.
<b>Limitations</b>	Compulsory for all students
<b>Most suitable for</b>	All students
<b>Qualification gained</b>	GCSE Religious Studies
<b>Awarding Body and specification</b>	AQA Religious Studies A (8062)
<b>Grading</b>	No tiers so students can access all grades from 9-1
<b>Main areas of knowledge understanding and skills</b>	<p>Within the 'Religion' units, students learn about key religious questions, practices and philosophical beliefs from two religious' traditions – Christianity &amp; Buddhism.</p> <p>Within the 'Thematic' units, students learn about a wide variety of philosophical and ethical issues and consider possible responses. The thematic units are:</p> <ul style="list-style-type: none"> <li>• Human Rights &amp; Social justice</li> <li>• Religion &amp; Life (medical ethics)</li> <li>• Crime &amp; Punishment</li> <li>• War &amp; Violence</li> </ul> <p>Throughout all units, students are encouraged to adopt an enquiring, critical and reflective approach to their learning.</p>
<b>Assessment</b>	<p>Two written papers at the end of year 11, one on the study of religions and the other on thematic studies.</p> <p>Each paper is 1hr 45mins long and is worth 50% of the final grade.</p>
<b>Allows progression to</b>	Students who complete this course with a good grade can progress to GCE A Level Religious Studies. GCSE Religious Studies at grade 5 or above will allow students to progress to most post 16 courses or employment.
<b>Expenses involved</b>	None
<b>Curriculum Leader</b>	Mr A MacMillan - <a href="mailto:alan.macmillan@thirskschool.org">alan.macmillan@thirskschool.org</a>

## PSHCE and Careers Education

As part of their SRS programme, all students follow national PSHE guidelines and the North Yorkshire County Council PSHCE and Citizenship Guidance for schools at Key Stage 4. During the course, students will develop a range of skills and qualities and will develop their knowledge and understanding of a wide variety of issues.

This is not an externally examined course.

The PSHCE units covered include the following:

- British Values
- Healthy Relationships on and offline
- Contraception
- Parenting
- The danger of alcohol and illegal drugs; and managing risks
- Financial planning and security
- Cultural diversity
- Political systems
- Consent
- Radicalisation and extremism
- Knife crime, Hate Crime and the Equality Act 2010
- Health aspects such as depression, anxiety and stress and how to identify and manage these

The Careers units covered include the following:

- Preparation of a CV
- Choosing a placement for work experience
- Exploring future career options matched to students' skills and qualities
- Interview techniques
- Application forms
- Problem-solving
- Research

## Physical Education – Core PE Lessons

The Physical Education Department aims to promote and provide a learning environment whereby pupils become healthy, knowledgeable and physically literate via active participation, enjoyment, enriched opportunity and experience. PE lessons and extensive extra-curricular clubs aim to encourage physical, aesthetic, creative, cognitive and ethical development as well as personal awareness.

In years 10 and 11 the programmes of study delivered are a progression of the work taught in KS3. All pupils will cover various games, athletics and fitness-based units of work. Students will also be given the opportunity to choose from a selection of sports for some of their modules of work.

There are opportunities for students to compete at School, Area, County and National Level in many activities. In addition, clubs in recreational areas exist and students are encouraged to take part for fitness or leisure as well as for excellence. There are also strong links with the community and students are positively encouraged to attend some of the many clubs within the Thirsk area.

Core PE is compulsory for all students and will give them the confidence to participate in sporting activities beyond school and to lead a healthy lifestyle. Although students will not gain a qualification through their core PE lessons, they will be assessed regularly and will have a target level to aim for.

The main areas covered within PE lessons are: Health and Fitness, the benefits of participation in sport, methods and principles of training, rules, regulations and techniques of a wide variety of sports.

Please speak to Mr J Wharton, PE Curriculum Leader, for further information on Core PE lessons.



## Geography

This course highlights the critical importance of Geography for understanding the world and for stimulating an interest in various places. It will inspire students to become global citizens by exploring their place in the world and their values, as well as their responsibilities to other people and to the environment.

<b>Course Title</b>	<b>GCSE Geography</b>
<b>Overview</b>	GCSE Geography increases knowledge and confidence in dealing with complex matters of both the physical and human environment. It examines several case studies from a variety of scales and countries at different stages of development. Emphasis is placed on social and oral communication skills through small group work, role play, etc. to encourage an active rather than passive learning experience, as well as 'place' knowledge and map skills.
<b>Limitations</b>	Suitable for all students.
<b>Most suitable for</b>	Students with an interest in current issues, the wider world and those wishing to retain their future options in their career path.
<b>Qualification gained</b>	GCSE
<b>Awarding Body and specification</b>	AQA specification 8035
<b>Grading</b>	9-1
<b>Main areas of knowledge understanding and skills</b>	<p>The content focuses on current issues designed to inspire and motivate students to study Geography. A modern and engaging approach covers key ideas and debates such as climate change, globalisation, economic progress, urban regeneration and management of world resources within the following topics:</p> <p><b>Paper 1 Topics:</b> Weather, Climatic Hazards and Tectonic Hazards. River and Coastal Landscapes. Ecosystems with case study locations in Tropical Rainforests and Hot Desert environments.</p> <p><b>Paper 2 Topics:</b> Changing Urban Environments, Changing Economy and Quality of living, Resource management with a focus on Water resources.</p> <p>GCSE allows us to offer students an improved educational experience based on evaluative and progressive fieldwork and map work, synopticity and deeper understanding of topics.</p>
<b>Assessment</b>	<p>There are <b>THREE</b> exams in total.</p> <p>There will be <b>two</b> papers based on specification learning, worth 70% of the overall assessment.</p> <p><b>Paper 1</b> is the Physical Units (as above).</p> <p><b>Paper 2</b> is the Human Units (as above).</p> <p>In addition, two Geographical Enquiries (one physical, one human) will be completed, and a pre-release Geographical Issue booklet will be issued. Both the Enquiries and the pre-release booklet will be the basis of <b>Paper 3</b>, which is worth 30% of the overall assessment.</p>
<b>Allows progression to</b>	A Level Geography, alongside Science, Maths, Business and Arts courses (RS, Psychology, Art, Law, English, Nursing).

<b>Expenses involved</b>	We recommend you purchase a GCSE revision guide at the outset to assist in homework and assessments throughout the course. Through school the cost is £4, from retailers the cost is £10+.
<b>Curriculum Leader</b>	Mrs J Blogg - <a href="mailto:julie.blogg@thirskschool.org">julie.blogg@thirskschool.org</a>

## History

GCSE History offers students a wide variety of content so that no two lessons are the same. From drilling holes in skulls and the discovery of germs to the Native Americans and the Wild West; from the invasion of William the Conqueror to the Rise of Adolf Hitler, we have something for everyone.

<b>Course Title</b>	<b>GCSE History</b>
<b>Overview</b>	This course allows students the opportunity to study History in a variety of ways – in depth, through time, in a local context and from different cultural perspectives. Students will therefore appreciate the diversity of the societies studied and the experiences of the people in these societies.
<b>Limitations</b>	We welcome students of all abilities
<b>Most suitable for</b>	Students with a genuine interest in exploring the past, asking questions and forming opinions.
<b>Qualification gained</b>	GCSE History
<b>Awarding Body and specification</b>	Edexcel 1H10
<b>Grading</b>	9-1
<b>Main areas of knowledge understanding and skills</b>	<p>Paper 1 – Thematic study and historic environment</p> <ul style="list-style-type: none"> <li>• Medicine in Britain, c1250-present</li> <li>• The British sector of the Western Front, 1914-1918</li> </ul> <p>Paper 2 – Period study and British depth study</p> <ul style="list-style-type: none"> <li>• Anglo-Saxon and Norman England, C1060-88</li> <li>• The American West, c1840- c1895</li> </ul> <p>Paper 3 – Modern Depth Study</p> <ul style="list-style-type: none"> <li>• Weimar and Nazi Germany, 1918-1939</li> </ul> <p>Students will focus on developing skills of investigation, communication and organisation. They will be asked to extend their knowledge and understanding through independent learning. Above all, we want to encourage our students to become confident in thinking for themselves.</p>
<b>Assessment</b>	<p>Three written examinations:</p> <p>Paper 1 - 1 hour 15 minutes. 30% of final grade</p> <p>Paper 2 - 1 hour 45 minutes: 40% of final grade</p> <p>Paper 3 – 1 hour 20 minutes: 30% of final grade</p>

<b>Allows progression to</b>	A-Level History
<b>Expenses involved</b>	Field trips are likely to be offered as part of the GCSE History course, the cost of which would need to be covered.
<b>Curriculum Leader</b>	<b>Mr C Hansen - <a href="mailto:chris.hansen@thirkschool.org">chris.hansen@thirkschool.org</a></b>

## Modern Foreign Languages – French

Modern Foreign Languages are one of the components of the Ebacc qualification. There is a national drive for the majority of young people to study the full Ebacc suite of subjects. In response to this, all students in set 1 must choose at least one language as part of their KS4 studies. However, we encourage all students to carefully consider this option.

This course is open to all students who study French in Lower School. Most students who study French at Thirsk School are capable of getting a good grade at GCSE.

The GCSE French course develops an understanding of the spoken and written forms of French in a range of contexts. It develops the ability to communicate effectively through both the spoken and the written word using a range of vocabulary and structures. Students develop their knowledge of French grammar and the ability to apply it. They also learn about the different cultural aspects of the countries where French is spoken.

With increasing globalisation, knowledge of a foreign language and foreign language learning skills are becoming more and more important. UK businesses need people with language skills. Sectors where this is especially true are: business services, central and local government, engineering, financial services, marketing, media, technology, travel and tourism, education, customer services, journalism and market research among others. A language GCSE is increasingly recognised as a measure of overall academic success. It is admired and appreciated by employers. It requires commitment, dedication and the ability to listen and to communicate.

<b>Course Title</b>	<b>GCSE French</b>
<b>Overview</b>	This course aims to provide students with the ability to communicate in the French language.
<b>Limitations</b>	Students should have studied French in Lower School.
<b>Most suitable for</b>	Students who have experienced some success in their Lower School French studies.
<b>Qualification gained</b>	GCSE
<b>Awarding Body and specification</b>	AQA GCSE French Full Course 8652
<b>Grading</b>	9-1
<b>Main areas of knowledge understanding and skills</b>	The GCSE course in French is a continuation of the topics and skills learnt in years 7, 8, and 9. Topics include: family, new technologies, hobbies, school, social problems, environmental issues and home town and area.

<b>Assessment</b>	<p>This is through 4 units;</p> <p>Unit 1: Listening Examination (25%) This takes place at the end of the course.</p> <p>Unit 2: Reading Examination (25%) This takes place at the end of the course.</p> <p>Unit 3: Speaking Examination (25%) This takes the form of a speaking test which includes a role play, reading out aloud and a photo card. This takes place towards the end of the course.</p> <p>Unit 4: Writing Examination (25%) This takes the form of two pieces of writing, and two or three short translation exercises at the end of the course.</p>
<b>Allows progression to</b>	GCE A-Level French
<b>Expenses involved</b>	We recommend you buy a French dictionary and revision guides.
<b>Curriculum Leader</b>	<b>Mr A Acheson</b> - <a href="mailto:andrew.acheson@thirskschool.org">andrew.acheson@thirskschool.org</a>

## Modern Foreign Languages - German

Modern Foreign Languages are one of the components of the Ebacc qualification. There is a national drive for the majority of young people to study the full Ebacc suite of subjects. In response to this, all students in set 1 must choose at least one language as part of their KS4 studies. However, we encourage all students to carefully consider this option.

This course is open to all students who study German in Lower School. Most students who study German at Thirsk School are capable of getting a good grade at GCSE.

The GCSE German course develops an understanding of the spoken and written forms of German in a range of contexts. It develops the ability to communicate effectively through both the spoken and the written word using a range of vocabulary and structures. Students develop their knowledge of German grammar and the ability to apply it. They also learn about the different cultural aspects of the countries where German is spoken.

With increasing globalisation, knowledge of a foreign language and foreign language learning skills are becoming more and more important. UK businesses need people with language skills. Sectors where this is especially true are: business services, central and local government, engineering, financial services, marketing, media, technology, travel and tourism, education, customer services, journalism and market research among others. A language GCSE is increasingly recognised as a measure of overall academic success. It is admired and appreciated by employers. It requires commitment, dedication and the ability to listen and to communicate.

<b>Course Title</b>	<b>GCSE German</b>
<b>Overview</b>	This course aims to provide students with the ability to communicate in the German language
<b>Limitations</b>	Students should have studied German in Lower School
<b>Most suitable for</b>	Students who have experienced some success in their Lower School German studies.
<b>Qualification gained</b>	GCSE
<b>Awarding Body and specification</b>	AQA GCSE German Full Course 8662
<b>Grading</b>	9-1
<b>Main areas of knowledge understanding and skills</b>	The GCSE course in German is a continuation of the topics and skills learnt in years 7, 8, and 9. Topics include: family, new technologies, hobbies, school, social problems, environmental issues and home town and area.

<b>Assessment</b>	<p>This is through 4 units;</p> <p>Unit 1: Listening Examination (25%) This takes place at the end of the course.</p> <p>Unit 2: Reading Examination (25%) This takes place at the end of the course.</p> <p>Unit 3: Speaking Examination (25%) This takes the form of a speaking test which includes a role play, reading out aloud and a photo card. This takes place towards the end of the course.</p> <p>Unit 4: Writing Examination (25%) This takes the form of two pieces of writing, and two or three short translation exercises at the end of the course.</p>
<b>Allows progression to</b>	GCE A-Level German
<b>Expenses involved</b>	We recommend you buy a German dictionary and revision guides.
<b>Curriculum Leader</b>	<b>Mr A Acheson</b> - <a href="mailto:andrew.acheson@thirkschool.org">andrew.acheson@thirkschool.org</a>

## GCSE Art, Craft & Design

In Year 10, students follow the AQA Art, Craft and Design specification which is taught over two years. They begin with a unit of coursework based on a visit to the Yorkshire Sculpture Park following a short introductory project on the formal element. Students are set a variety of tasks to complete over the summer holiday to broaden their knowledge and skills and develop independent working. This unit of work allows further development of a broad range of practical skills through sculpture, lino printing, drawing and painting. Students will study the work of Henry Moore, Barbara Hepworth, and Anthony Caro, they will be taught about the different artists' techniques, their inspiration and how their work fits into an historical and cultural context. Students are encouraged to work independently and find their own artists for inspiration to help them develop a personal and meaningful response to realise their intentions.

Following this unit of work, they will move onto a unit on the theme of "Identity", this will allow them to further extend their knowledge and skills in a range of techniques and revisit the portrait skills taught across key stage 3. It also allows for independent idea development, through researching their own artists and developing personal work using their preferred methods of working.

The development of appropriate preparation is key to the course. This includes Artist studies, media trials, drawing from observation, contextual work and photography. Students spend most of their time working out ideas within sketchbooks and gradually refining them to enable them to develop a finished piece of work using suitable materials.

<b>Course Title</b>	<b>GCSE Art, Craft &amp; Design</b>
<b>Overview</b>	Students will develop their skills within drawing, painting, mixed media, printmaking, photography and 3D.
<b>Limitations</b>	Students should have a good track record in Art and should have maintained focus throughout KS3 with a good Year 9 sketchbook of work and homework.
<b>Most suitable for</b>	Students who have a keen interest in Art and Photography and enjoy being creative. Students who take pride in their work and have produced a well-presented sketchbook during Year 9.
<b>Qualification gained</b>	GCSE
<b>Awarding Body and specification</b>	AQA GCSE in Art and Design: Art, Craft and Design.
<b>Grading</b>	9-1
<b>Main areas of knowledge</b>	Over the course students develop practical skills within painting, drawing, mixed media, printmaking, photography and 3D. Students develop research skills and the ability to work independently.

<b>understanding and skills</b>	
<b>Assessment</b>	<p>Each project will be formally marked as a whole, with an assessment sheet explaining your strengths and areas for development.</p> <ul style="list-style-type: none"> <li>• <b>Personal Portfolio (120 guided learning hours) = 60%</b></li> <li>• <b>Externally Set Assignment (Exam - 10 hours over 2 days, with 20 hours approx. for prep) = 40%</b></li> </ul>
<b>Allows progression to</b>	A Level Art or A Level Photography, other college-based creative courses. The creative industries are one of Britain's most successful industries. If a student wants to be part of film, fashion, advertising, fine art, photography, design or publishing it starts here.
<b>Expenses involved</b>	All students will be provided with the necessary A3 books and folder for storage, and they will have access to the art department materials. Students can also bring in and use their own materials from home although this is optional.
<b>Curriculum Leader</b>	<b>Mrs Jenny Fenwick - <a href="mailto:jenny.fenwick@thirkschool.org">jenny.fenwick@thirkschool.org</a></b>



## Business

If you are interested in how to set up a Business, how Businesses organise their workforce, manage production, sell products and create financial records, then this is the right course for you. In addition, you will investigate external environment issues and their effect on Business behaviour, how the law and Government decisions affect Businesses and how Business decisions can affect you, as a customer, an employee and as a member of the local community.

<b>Course Title</b>	<b>GCSE Business</b>
<b>Overview</b>	Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts as well as internal and external influences impact on business behaviour.
<b>Other requirements to support success:</b>	High level of written English required, and ability to carry out relevant calculations (maths).
<b>Most suitable for</b>	Students with an interest in Business and the study of Businesses, and a willingness to develop their written analytical and evaluative skills.
<b>Qualification gained</b>	GCSE
<b>Awarding Body and specification</b>	AQA GCSE Business (8132)
<b>Grading</b>	Grades 9 to 1
<b>Main areas of knowledge understanding and skills</b>	<p><b>Build Knowledge of:</b>            Business in the real world            Influences on Business            Business Operations            Human Resources            Marketing            Finance</p> <p><b>Skills:</b>            AO1: Demonstrate knowledge and understanding of business concepts and issues.            AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts.            AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.</p>
<b>Assessment</b>	<p><b>External Exam Paper 1:</b>            Written exam: 1 hour 45 minutes; 90 marks            Assesses: Business in the real world; Influences on business; Business operations; Human resources</p>

	<b>External Exam Paper 2:</b> Written exam: 1 hour 45 minutes; 90 marks Assesses: Business in the real world; Influences on business; Marketing; Finance The two exams will be sat in the summer term of Year 11.
<b>Allows progression to</b>	A-level Business Studies, Vocational Studies in Business, or A-level Economics; It also prepares you to set up your own business or for work in any Business environment.
<b>Expenses involved</b>	Revision guides/ Exam practice workbooks, or visit expenses as appropriate
<b>Curriculum Leader</b>	<b>Mr A Ward</b> - <a href="mailto:andrew.ward@thirskschool.org">andrew.ward@thirskschool.org</a>

## Design and Technology

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

<b>Course Title</b>	<b>GCSE Design and Technology</b>
<b>Overview</b>	An opportunity to study and understand core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. This course also includes the study of specialist technical principles in greater depth. The materials through which we will deliver the specialist technical principles are wood, metal and plastics.
<b>Limitations</b>	Suitable for all students. Access to a home computer is useful but not essential.
<b>Most suitable for</b>	Students who enjoy designing, being practical. Design and technology are suitable for students who are interested in problem solving and can think outside the box. Those students who are interested in how things work. Students who enjoy working in wood, metals and plastics and who are increasingly confident in their handling of these materials.
<b>Qualification gained</b>	GCSE Design and Technology
<b>Awarding Body and specification</b>	AQA 8552
<b>Grading</b>	9 to 1
<b>Main areas of knowledge understanding and skills</b>	<b>Core Technical Principles</b> Students will gain technical knowledge and understanding of: <ul style="list-style-type: none"> <li>• New and emerging technologies</li> <li>• Modern and smart materials</li> <li>• Systems approach to designing</li> <li>• The design processes.</li> <li>• Industrial manufacturing techniques</li> <li>• Materials and their working properties</li> </ul> <b>Specialist Technical Principles</b> Students will gain an in-depth knowledge and understanding of:

	<ul style="list-style-type: none"> <li>• Selection of materials and components</li> <li>• Forces and stresses</li> <li>• Scales of production</li> <li>• Computer aided Design</li> <li>• Computer aided production</li> <li>• Using and working with materials</li> <li>• Surface treatment and finishes</li> <li>• Specialist techniques</li> </ul> <p><b>Designing and Making Principles</b> Students will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:</p> <ul style="list-style-type: none"> <li>• Design strategies</li> <li>• Communication of design ideas</li> <li>• Prototype development</li> <li>• Selection of materials and components</li> <li>• Tools and equipment</li> <li>• Techniques and processes</li> </ul>
<b>Assessment</b>	<p>2-hour written examination (50%)</p> <p>Non-examined assessment (50%). This will include a portfolio of evidence and a final product</p>
<b>Allows progression to</b>	Gives good grounding for post-16 study in Product Design
<b>Expenses involved</b>	All course materials are provided. Should students wish to remove pieces a nominal charge will be made.
<b>Curriculum Leader</b>	Miss C Hullah - <a href="mailto:charlotte.hullah@thirskschool.org">charlotte.hullah@thirskschool.org</a>

## Computer Science

<b>Course Title</b>	<b>OCR GCSE Computer Science</b>
<b>Overview</b>	<p>Computing is of enormous importance to the economy and the technology continues to advance rapidly. The growth in the use of mobile devices and web related technologies has significantly increased, resulting in new challenges for employers and employees.</p> <p>Computer Science students will develop technical skills and knowledge related to networks, threats, hardware, software and coding, but they will also need other talents such as the ability to communicate clearly at all levels, work as a team be creative and also to plan and to manage a project. Decision making and problem solving are also very important to have both within computing and as life skills.</p>
<b>Limitations</b>	Students should have an interest in computing if they wish to opt for this subject.
<b>Most suitable for</b>	Students with an interest in programming, cyber security, networking, hardware and computational theory and furthermore those students who enjoy problem solving and logical challenges.
<b>Qualification gained</b>	GCSE Computer Science
<b>Awarding Body and specification</b>	OCR J277
<b>Grading</b>	9-1
<b>Main areas of knowledge understanding and skills</b>	<p>OCR's GCSE in Computer Science will encourage learners to understand and apply fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation. Students will analyse problems in computational terms through practical experience of solving such problems, including designing, writing, and debugging programs.</p> <p>Students will also learn the components (both hardware and software), that make up digital systems, how they communicate with each other via networks and the threats posed by this. We also cover the fundamentals of the maths and logic behind computing.</p>
<b>Assessment</b>	<p>The units are assessed by 2 written exams of 1 hour and 30 minutes, each worth 50% of the GCSE. There is a programming project but this <b>does not</b> count toward the final grade.</p> <p><b>Computer Systems:</b> Systems Architecture; Memory, Storage, Wired and wireless networks, Network topologies protocols and layers, Cyber Security, System software, Data representation and Legal, ethical and cultural issues.</p> <p><b>Computational thinking, algorithms and programming:</b> Algorithms, Programming techniques, Computational logic, Translators and facilities of languages, Testing and debugging and Computational maths.</p>

<b>Allows progression to</b>	Computer Science opens the door to very diverse career paths: roles within the Engineering, Medicine, Robotics, Sports Science or perhaps Cyber Security, Digital Forensics or even Artificial Intelligence: organisations and businesses today require an ever-increasing number of technologically aware individuals. Further Education includes A-Level Computer Science, Maths, Sciences, Level 3 IT and a host of other qualifications
<b>Expenses involved</b>	None
<b>Curriculum Leader</b>	Mr A Ward - <a href="mailto:andrew.ward@thirskschool.org">andrew.ward@thirskschool.org</a>

## Drama

Although this is an obvious course choice for anyone with an interest in theatre and performing, Drama will give students the vital transferable skills needed both across the curriculum and beyond school. Whether a student is to go on to Higher Education, apprenticeship or employment, communication and people skills are vital. This course offers students the opportunity to develop the self-confidence to think for themselves and so cope in any situation, whether that be problem solving and group communication skills, interviews or presentations.

<b>Course Title</b>	<b>GCSE Drama</b>
<b>Overview</b>	Drama encourages students to explore and actively engage in a wide range of creative and stimulating activities to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. Drama develops and demonstrates competence in a range of practical, creative and performance skills. Drama encourages students to work imaginatively and creatively in collaborative contexts, generating and communicating ideas.
<b>Limitations</b>	Students need to be prepared to work with and perform in front of their peers. There is a considerable written content which accompanies the practical work.
<b>Most suitable for</b>	Students with an interest in the performing arts and who prefer a practical approach to their work.
<b>Qualification gained</b>	GCSE Drama.
<b>Awarding Body and specification</b>	AQA 8261
<b>Grading</b>	9-1
<b>Main areas of knowledge understanding and skills</b>	The subject content is divided into three components: <ul style="list-style-type: none"> <li>• Understanding Drama</li> <li>• Devising Drama</li> <li>• Texts in practice</li> </ul>
<b>Assessment</b>	<b>Component 1:</b> Understanding Drama. Written Exam. 40% of GCSE. Students will be assessed on their knowledge and understanding of drama and theatre, to include questions on the set play studied and the analysis and evaluation of live theatre.  <b>Component 2: Devising Drama (practical).</b> 40% of GCSE. Students will be assessed on the process of creating, performing and evaluating their own devised drama. They will produce a devising log which will be marked.

	<b>Component 3: Texts in practice (practical).</b> 20% of GCSE. Students will perform two extracts from a free choice of plays.
<b>Allows progression to</b>	A Level Theatre Studies; enhanced vocational and career pathways as well as any situation where communication and career skills are vital.
<b>Expenses involved</b>	Compulsory visits to external theatres each year. These are vital for students to be able to access live theatre exam questions
<b>Curriculum Leader</b>	Mrs L Dickson - <a href="mailto:louise.dickson@thirkschool.org">louise.dickson@thirkschool.org</a>

## Music

This is a course which helps students to develop subject knowledge, understanding and skills, through listening to a variety of music, playing music and creating their own music. There is a strong emphasis on practical aspects of music, with choices catering for a wide range of interests and abilities. In addition, the course provides the opportunity for students to develop valuable transferable skills such as self-confidence, concentration, creativity, evaluation and team work.

<b>Course Title</b>	<b>GCSE Music</b>
<b>Overview</b>	Music GCSE enables candidates to enjoy and appreciate the benefits of being involved in playing music, making music and understanding music.
<b>Limitations</b>	None
<b>Most suitable for</b>	Students with an instrumental or vocal skill of about grade 3 ABRSM and higher.
<b>Qualification gained</b>	Music GCSE
<b>Awarding Body and specification</b>	EDUQAS Music GCSE
<b>Grading</b>	9-1
<b>Main areas of knowledge understanding and skills</b>	Four Areas of Study: <ol style="list-style-type: none"> <li>1. Musical Forms and Devices</li> <li>2. Music for Ensemble</li> <li>3. Film Music</li> <li>4. Popular Music</li> </ol>
<b>Assessment</b>	Unit 1: Understanding Music. 1 hour 15 minutes exam. 40% of GCSE marks Unit 2: Performing Music. 30% of GCSE marks. Teaching staff mark the final performance. The assessment will be subject to moderation by AQA. Unit 3: Composing Music. Composition 1: Composition to a brief (36 marks) Composition 2: Free composition (36 marks) 30% of GCSE marks. Teaching staff will mark the final compositions. The assessment will be subject to moderation by AQA.

<b>Allows progression to</b>	A Level Music
<b>Expenses involved</b>	School gives a contribution to instrumental lessons provided by the county music service.
<b>Curriculum Leader</b>	Mrs L Dickson - <a href="mailto:louise.dickson@thirkschool.org">louise.dickson@thirkschool.org</a>

## Physical Education

The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education. It will give you exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. You should have an interest in physical education and sport, enjoy being active and appreciate the benefits of keeping fit and healthy.

You will:

- develop your knowledge and practical skills in a range of physical activities
- examine the effects of exercise and how training can improve performance
- find ways to improve your own performances in a variety of roles
- identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity
- appreciate the benefits of promoting 'sport for all'.

<b>Course Title</b>	<b>GCSE Physical Education</b>
<b>Overview</b>	This is a GCSE Qualification. 40% of the course is coursework based. This includes your practical performance in three different areas and the completion of a personal exercise programme. 60% of the course is assessed through examination. There are 2 exams: Fitness and Body Systems – 1hr 45mins and Health and Performance – 1 hr 15mins
<b>Limitations</b>	This course is open to all students, however an interest in sport is essential and students who are regular attendees to extra-curricular practices are well suited.
<b>Most suitable for</b>	All students with a strong interest in sport who are keen to improve their sporting performance, as well as develop their knowledge of the contributing factors to a healthy active lifestyle.
<b>Qualification gained</b>	GCSE Physical Education
<b>Awarding Body and specification</b>	EDEXCEL
<b>Grading</b>	9-1
<b>Main areas of knowledge understanding and skills</b>	<ul style="list-style-type: none"> <li>- Fitness and Body Systems <ul style="list-style-type: none"> <li>○ Applied Anatomy and Physiology</li> <li>○ Movement Analysis</li> <li>○ Physical Training</li> <li>○ Use of Data</li> </ul> </li> <li>- Health and Performance <ul style="list-style-type: none"> <li>○ Sports Psychology</li> <li>○ Socio-Cultural influences</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Health, fitness and Wellbeing</li> <li>○ Use of data</li> </ul> <p>- Practical performance in 3 sports.</p>
<b>Assessment</b>	<p><b>Component 1</b> – Exam 1hr 45mins – 36% - Fitness and Body Systems.</p> <p><b>Component 2</b> – Exam 1hr 15mins – 24% - Health and Performance.</p> <p><b>Component 3</b> – Practical Performance – 30% - Performance in 3 sports. (One must be a team activity + one must be an individual activity)</p> <p><b>Component 4</b> – Personal Exercise Programme – 10%</p>
<b>Allows progression to</b>	A-level Physical Education or Level 3 BTEC/Cambridge National
<b>Expenses involved</b>	Non-compulsory Climbing trip approx. £140.
<b>Curriculum Leader</b>	Mr J Wharton - <a href="mailto:john.wharton@thirskschool.org">john.wharton@thirskschool.org</a>

## Triple Science

<b>Course Title</b>	<b>GCSE Biology, GCSE Chemistry, GCSE Physics</b>
<b>Overview</b>	This option will be studied in addition to the compulsory Combined Science double award. In the additional time offered through this option, the students will study further content, expanding on the 25 topics covered in Combined Science. This will enable the Combined Science double award to be converted into GCSE Biology, Chemistry and Physics, i.e., convert 2 Combined Science GCSEs into the 3 separate Science GCSEs.
<b>Limitations</b>	<b>Entry requirement of E- / E+ or above in Science by the end of KS3 with a view to entering students for the higher-level GCSE papers only</b> (grades 9 – 4). Due to the nature of the content, <b>this course is not recommended for those who will be entered for Foundation papers</b> (grades 5 – 1), i.e., those who do not achieve at least E- / E+ by the end of year 9.
<b>Most suitable for</b>	Students should have a strong interest in science and in working scientifically. They may already be considering the possibility of continuing with the Sciences beyond KS4 e.g. A level.
<b>Qualification gained</b>	GCSE Biology GCSE Chemistry GCSE Physics
<b>Awarding Body and specification</b>	AQA Biology – 8461 AQA Chemistry – 8462 AQA Physics - 8463
<b>Grading</b>	Higher Level: Grades 9 – 4
<b>Main areas of knowledge understanding and skills</b>	<p>Triple Science consists of the 25 topics studied in Combined Science but these will be studied in more detail. There is an additional topic of Space in the Physics GCSE.</p> <p>In Biology, additional content includes developing microbiology skills, knowledge of plant diseases and defences, the eye, the brain, the kidney, DNA structure, protein synthesis and how food security can be achieved.</p> <p>In Chemistry, additional content includes learning about transition metals, nanoparticles, titrations, chemical and fuel cells, reactions of alcohols and alkenes, polymers and the Haber process.</p> <p>In Physics additional content includes learning about static electricity, nuclear fission and fusion, pressure, lenses and space.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• There are 2 exam papers per Science, i.e., 2 Biology, 2 Chemistry, 2 Physics, all of which are taken at the end of the course (May/June) in year 11.</li> <li>• All papers are 1 hour 45 minutes and have a total of 100 marks available.</li> <li>• The papers are equally weighted. Each is worth 50% of the separate Science grade.</li> </ul>



	<ul style="list-style-type: none"> <li>• Each paper will consist of multiple choice, structured, closed, short answer and open response questions.</li> <li>• Students are also required to do 28 Required Practical's (10 in Biology, 8 in Chemistry and 10 in Physics). These will be assessed as part of the written exams with at least 15% of the marks coming from questions related to these.</li> </ul>
<b>Allows progression to</b>	It is not essential for students to study Triple Science in order to study A level Sciences. However, there is no doubt that the additional content and skills will benefit students, particularly if they are considering continuing with sciences post-18.
<b>Expenses involved</b>	We strongly recommend that you purchase the revision guides offered through the Science department in the first term of year 10.
<b>Curriculum Leader</b>	<b>Dr G Griffiths</b> - <a href="mailto:gary.griffiths@thirskschool.org">gary.griffiths@thirskschool.org</a>

## Engineering

<b>Course Title</b>	<b>WJEC level 1/2 Vocational Award in Engineering</b>
<b>Overview</b>	An opportunity to study and understand the principles of engineering practises in real life scenarios. Your studies will involve research, development, product and testing engineered products.
<b>Limitations</b>	Suitable for all students. There is a large amount of theory and it is important to understand that writing forms a large part of the course.
<b>Most suitable for</b>	Those students who enjoyed their making experience in KS3, have an interest in the math's and physics and the design, manufacturing and development of engineered products and are seeking further education or employment in the engineering sector.
<b>Qualification gained</b>	WJEC Level 1/2 Vocational Award in Engineering
<b>Awarding Body and specification</b>	Pearson 603/0829/1
<b>Grading</b>	Pass 1, Merit 1, Distinction 1  Pass 2, Merit 2, Distinction 2, Distinction 2*
<b>Main areas of knowledge understanding and skills</b>	Exploring industry sectors and how they work together to solve real life problems. Alongside developing knowledge and understanding of the processes of an engineering product including, materials, processes and testing of existing products.
<b>Assessment</b>	<p><i>Internally assessed</i></p> <p>Year 11</p> <p>Unit 1: manufacture an engineering product to the specification provided by the exam board, including exploring the materials and processes needed to produce a high-quality prototype</p> <p>Unit 2: based on the specification provided, redesign one aspect, as determined by the exam board, to further develop the prototype</p> <p><i>Externally examined</i></p> <p>Year 11</p>

	Unit 3: building on what is learned through unit 1 and 2, and Y10 teaching to complete a terminal, public exam
<b>Allows progression to</b>	College courses such as BTEC Level 3 Engineering. Also provides a good grounding for those who wish to seek employment in the engineering sector. Apprenticeships and A-Level courses.
<b>Expenses involved</b>	All course materials are provided. Should students wish to remove pieces a nominal charge will be made.
<b>Curriculum Leader</b>	Miss C Hullah - <a href="mailto:charlotte.hullah@thirkschool.org">charlotte.hullah@thirkschool.org</a>

## Hospitality and Catering

<b>Course Title</b>	<b>Level 1/2 Award in Hospitality and Catering</b>
<b>Overview</b>	This is a vocational course which is appropriate for learners of all abilities (students should be aware that the course does involve theory work, a written examination and coursework. It is not solely a practical course).
<b>Limitations</b>	Students need to have good organisational skills. Ingredients for weekly practical lessons are brought from home.
<b>Most suitable for</b>	Students with a love of cooking and the food preparation process, including the theory relating to this process. Students with an interest in the hospitality and catering industries.
<b>Qualification gained</b>	Level 1/2 Award
<b>Awarding Body and specification</b>	WJEC Specification A
<b>Grading</b>	Level 1 Pass Level 2 Pass / Merit / Distinction / Distinction*
<b>Main areas of knowledge understanding and skills</b>	Two units will be studied as part of this course: Unit 1: The Hospitality and Catering Industry and Hospitality and Unit 2: Catering in Action. As part of Unit 1, students will study all aspects of the vocational sector, including job opportunities within the sector, laws that need to be considered and safety aspects relating to the industry. In the second unit, students will learn how to plan, prepare, cook and present nutritional dishes. As part of this, students will need to consider and understand the nutritional needs and dietary requirements of a range of client groups and will develop skills in safe and hygienic food preparation, cooking and presenting.
<b>Assessment</b>	Unit 1 is externally assessed through an online examination. This represents 40% of the overall qualification. Unit 2 is internally assessed and externally moderated. The assessment takes the form of 'controlled assessment' (or coursework).

<b>Allows progression to</b>	More specialised college courses within food technology, for example: WJEC Level 3 Award in Food, Science and Nutrition, Level 3 NVQ Diploma in Advanced Professional Cookery, Level 3 NVQ Advanced Diploma in Food Preparation and Cookery Supervision.  Job possibilities include: Food Technologist, Nutritionist, Chef, jobs within hotel management, jobs within food and beverage management. Opportunities in corporate and institutional catering.
<b>Expenses involved</b>	It is essential that you provide your own ingredients for every practical lesson.
<b>Curriculum Leader</b>	Miss C Hullah - <a href="mailto:charlotte.hullah@thirskschool.org">charlotte.hullah@thirskschool.org</a>

## Health and Social Care

If you are interested in working in a health or social care setting, or with children, or just want to find out if this could be a future career choice, then this course is right for you. The course looks at the physical, intellectual, emotional and social needs of individuals in different life stages, and how they can be supported through different life events. It will develop your personal skills in areas such as team work and communication. It will also develop your practical knowledge of delivering your own health promotion campaign, as well as your theory on key Acts that support health and social care legislation. You will learn in an interesting and varied way including, written assessments, role play, and coursework. There is one external examination at the end of Year 11. The rest of the qualification is gained in Year 10 by producing two units of coursework which will be internally assessed by your teachers and then externally verified by a moderator.

<b>Course Title</b>	<b>Cambridge National (Level 1/2) Certificate in Health and Social Care</b>
<b>Overview</b>	This is a vocationally-related qualification that builds knowledge and skills for potential health and social care sector careers.
<b>Limitations</b>	Suitable for Level 1 and 2 students (everybody)
<b>Most suitable for</b>	Students with an interest in this vocational area and the ability to work independently to deadlines.
<b>Qualification gained</b>	Cambridge National Certificate (Level 1/2)
<b>Awarding Body and specification</b>	OCR J835
<b>Grading</b>	L1 Pass/Merit/Distinction L2 Pass/Merit/Distinction/Distinction*

<b>Main areas of knowledge understanding and skills</b>	<p>One mandatory, examined unit, marked externally by OCR <i>Principles of Care in Health and Social Care Settings (unit R032)</i> Topics include: The rights of service users; person centered values; effective communication; protecting service users and service providers.</p> <p>One mandatory, coursework unit <i>Supporting Individuals through life events (unit R033)</i> Topics include: Life stages; Impacts of life events; Sources of support</p> <p>One mandatory, coursework unit <i>Health Promotion campaigns (unit R035)</i> Topics include: Current public health issues and the impact on society; Factors influencing health; How to plan a health promotion campaign; Deliver and evaluate a health promotion campaign.</p>
<b>Assessment</b>	One externally assessed written exam; two coursework units assessed by teachers, externally verified.
<b>Allows progression to</b>	Level 3 Cambridge Technical in the Sixth Form
<b>Expenses involved</b>	None
<b>Curriculum Leader</b>	<b>Mrs T Fletcher</b> - <a href="mailto:tori.fletcher@thirskschool.org">tori.fletcher@thirskschool.org</a>

## Sports Studies

The OCR Level 1 /Level 2 Cambridge National in Sports Studies qualification aims to develop learning and practical skills that can be applied to real life situations and work situations. Students will understand topical and contemporary issues in sport, including why people do and do not participate in sport, the promotion of ethics and values, the roles of National Governing Bodies and high-profile events have in sport, as well as how technology is used within sport. It will give students a broad introduction to the sector, as well as developing useful personal skills to enhance individual confidence and to help prepare for successful entry into employment. Students will develop their practical skills in 2 different sports as well as planning and delivering a session as a sports leader. Students will also develop the skills of working as a team, research, planning and understand that sports performance goes far beyond just the simple physical activity of sport.

Sport Studies builds upon the skills developed at Key Stage 3. The Sport Studies course is practical and work-related. You learn by completing projects and assignments that are based on realistic work situations and demands with one unit out of 3 assessed through examination.

<b>Course Title</b>	<b>Level 1/Level 2 Cambridge National in Sports Studies</b>
<b>Overview</b>	The course will offer an excellent opportunity to gain an understanding of real work-related scenarios allowing you to develop the skills needed within these situations. If you are interested in pursuing a career in sport and feel that working unit by unit rather will be of benefit to you this course may suit you best.
<b>Limitations</b>	You should have an interest in many aspects of sport including participating in it.

<b>Most suitable for</b>	This course is open to all students, however an interest in sport is essential and students who are regular attendees to extra-curricular practices are well suited.
<b>Qualification gained</b>	Level 1 or Level 2 Cambridge National
<b>Awarding Body and specification</b>	OCR 603/7107/9
<b>Grading</b>	Students can achieve a Level 1 Pass, Level 2 Pass/Merit/Distinction/Distinction*
<b>Main areas of knowledge understanding and skills</b>	Lessons will be both practical and classroom based and you will be taught the following units: <ul style="list-style-type: none"> <li>- Contemporary Issues in Sport</li> <li>- Performance and Leadership in Sports Activities</li> <li>- Sport and the Media</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Contemporary Issues in Sports is assessed by a 1 hour 15 minutes examination. It is worth 70 marks.</li> <li>- Performance and Leadership in Sports Activities is assessed using centre assessed tasks (coursework) and is worth 80 marks.</li> <li>- Sport and the Media is also assessed using centre assessed tasks and is worth 40 marks.</li> </ul>
<b>Allows progression to</b>	A-Level Physical Education/BTEC Level 3/Cambridge Technical Level 3
<b>Expenses involved</b>	N/A
<b>Curriculum Leader</b>	<b>Mr J Wharton - <a href="mailto:john.wharton@thirkschool.org">john.wharton@thirkschool.org</a></b>

## Careers Education and Guidance for Students

It is normal to not know 100% what subjects you would like to take for your GCSE's. However, you have many resources to hand to help you make decisions. Firstly, you can use your KUDOS account where you should have already shortlisted your favourite subjects, this then allows you to explore careers that those subjects will lead to. It also explains what courses you can pursue after GCSE's. KUDOS is a very valuable tool. So, if you haven't accessed or completed the tasks for Year 9, get in touch with Ms Fulford and request your login details again. Go to: [kudos.cascaid.co.uk](https://kudos.cascaid.co.uk)

You can also access [icould.com](https://icould.com). This is a fantastic website where you can explore a wide variety of careers by searching for your favourite subject and then seeing what careers your chosen subject leads to... e.g., search for science and watch a video of someone talk about their profession as a Nuclear Medicine Technologist. Search for construction and watch a video of someone talking about their profession as a drone pilot.

Just make sure that you choose a balanced combination of subjects so that you keep your options open. Choose subjects in which you feel you have made good progress over years 7, 8 and 9. For new subjects, read the subject pages carefully and decide if you think you would be likely to enjoy the subject content. It is also important to have an interest in the subjects you choose. Do NOT choose a subject because a friend is choosing it, or because you get on with your year 9 teacher. Remember, these are YOUR options, you are the one making the choices, but make sure you pick subjects for the right reasons!

At Thirsk School and Sixth Form College, Careers Education currently takes place within Tutor Time. In addition, a Careers Advisor is available in school to offer support and expert advice.

The Careers Programme aims to help you:

- Become more aware of your own strengths and interests.
- Learn action planning strategies.
- Find out about the world of work.
- Understand the post-16 education and training routes available.

The key elements of the Careers Programme are:

- A work experience placement in year 10.
- A chance for some students to visit a university in year 10. In year 11 students prepare a CV, make applications for their Post 16 options, take part in a mock interview and discover about opportunities in Higher Education and Apprenticeships.
- A careers guidance interview with a qualified and independent careers advisor.

## Where can I get help with options or career choices?

- Your Form Tutor, who will discuss career ideas in lessons, will give you the information you need, and will help you develop the skills you need; who knows you as a person and will help and support you.
- Use the websites suggested above for independent research at home.
- Curriculum Leaders and subject teachers, who know your strengths and also what careers link with their subjects.
- Head of Careers, **Ms Fulford**, who is available for practical help and support in the Careers Office, Library, B5 at lunchtimes, on Teams and via email [kirsty.fulford@thirskschool.org](mailto:kirsty.fulford@thirskschool.org)
- The Work Experience Coordinator, **Mr I Lane**, who will ensure that you are given an appropriate placement.
- Your Head of Year, **Mrs Head**, or Head of Upper School, **Mrs Stimson**.

## Key Dates

Event	Date
Options Questions – Facebook Live Event	15 <sup>th</sup> January (5pm-5.30pm)
Options Information in Tutor Time	Throughout January / February
Year 9 Parents’ and Students’ Evenings – online appointments	Tuesday 23 <sup>rd</sup> January 2024

Options Forms sent to students	22 <sup>nd</sup> January 2024
Deadline for returning option choices form	2 <sup>nd</sup> February 2024

## Key Staff and Contact Details

The following staff will be able to offer you help and advice.

Subject	Name	E-mail Address
General Guidance	<b>Mr M Dickson</b> Deputy Headteacher (Curriculum)	<a href="mailto:mark.dickson@thirkschool.org">mark.dickson@thirkschool.org</a>
General Guidance	<b>Mrs N Stimson</b> Head of Upper School	<a href="mailto:nicola.stimson@thirkschool.org">nicola.stimson@thirkschool.org</a>
General Guidance	<b>Mrs S Head</b> Head of Year 9	<a href="mailto:shiona.head@thirkschool.org">shiona.head@thirkschool.org</a>
General Guidance	<b>Mrs J Hudson</b> SENCO	<a href="mailto:julie.hudson@thirkschool.org">julie.hudson@thirkschool.org</a>
Careers Education and General Guidance	<b>Mrs K Fulford</b> Head of Careers	<a href="mailto:kirsty.fulford@thirkschool.org">kirsty.fulford@thirkschool.org</a>
GCSE English Language GCSE English Literature	<b>Ms N Gibson</b> Head of English	<a href="mailto:nicola.gibson@thirkschool.org">nicola.gibson@thirkschool.org</a>
GCSE Mathematics	<b>Mrs L Brewer</b> Head of Maths	<a href="mailto:linda.brewer@thirkschool.org">linda.brewer@thirkschool.org</a>
GCSE Combined Science GCSE Biology/Chemistry/Physics	<b>Dr G Griffiths</b> Head of Science	<a href="mailto:gary.griffiths@thirkschool.org">gary.griffiths@thirkschool.org</a>
Core Physical Education GCSE Physical Education Level 1/Level 2 Cambridge National in Sports Studies	<b>Mr J Wharton</b> Head of PE	<a href="mailto:john.wharton@thirkschool.org">john.wharton@thirkschool.org</a>
GCSE Religious Studies	<b>Mr A MacMillan</b> Head of SRS	<a href="mailto:alan.macmillan@thirkschool.org">alan.macmillan@thirkschool.org</a>
PSHCE	<b>Mr M Mars</b> Head of PSHCE	<a href="mailto:michael.mars@thirkschool.org">michael.mars@thirkschool.org</a>
GCSE Geography	<b>Mrs Blogg</b> Head of Geography	<a href="mailto:julie.blogg@thirkschool.org">julie.blogg@thirkschool.org</a>
GCSE History	<b>Mr Hansen</b> Head of History	<a href="mailto:chris.hansen@thirkschool.org">chris.hansen@thirkschool.org</a>
GCSE French GCSE German	<b>Mr Acheson</b> Head of MFL	<a href="mailto:andrew.acheson@thirkschool.org">andrew.acheson@thirkschool.org</a>
GCSE Art and Design	<b>Mrs Fenwick</b> Head of Art	<a href="mailto:jenny.fenwick@thirkschool.org">jenny.fenwick@thirkschool.org</a>
GCSE Business	<b>Mr A Ward</b> Head of Business	<a href="mailto:andrew.ward@thirkschool.org">andrew.ward@thirkschool.org</a>
GCSE Design and Technology BTEC Award in Engineering Level 1 / 2 Award in Hospitality and Catering	<b>Mrs Hullah</b> Head of Technology	<a href="mailto:charlotte.hullah@thirkschool.org">charlotte.hullah@thirkschool.org</a>
Cambridge National Certificate in Health and Social Care	<b>Mrs Fletcher</b> Head of Health and Social Care	<a href="mailto:tori.fletcher@thirkschool.org">tori.fletcher@thirkschool.org</a>
GCSE Computer Science	<b>Mr A Ward</b> Head of IT	<a href="mailto:andrew.ward@thirkschool.org">andrew.ward@thirkschool.org</a>
GCSE Drama GCSE Music	<b>Mrs Dickson</b> Head of Performing Arts	<a href="mailto:louise.dickson@thirkschool.org">louise.dickson@thirkschool.org</a>



# Department Locations

Department	Subject	Location	Name	E-mail Address
English	GCSE English Language GCSE English Literature	D4	Ms N Gibson – Head of English	<a href="mailto:nicola.gibson@thirskschool.org">nicola.gibson@thirskschool.org</a>
Maths	GCSE Mathematics	D14	Mrs L Brewer – Head of Maths	<a href="mailto:linda.brewer@thirskschool.org">linda.brewer@thirskschool.org</a>
Science	GCSE Combined Science GCSE Biology/Chemistry/Physics	C1	Dr G Griffiths – Head of Science	<a href="mailto:gary.griffiths@thirskschool.org">gary.griffiths@thirskschool.org</a>
Physical Education	GCSE Physical Education Sports Studies Core Physical Education	Gym	Mr J Wharton – Head of Physical Education	<a href="mailto:john.wharton@thirskschool.org">john.wharton@thirskschool.org</a>
RS	GCSE Religious Studies	E2	Mr A MacMillan – Head of RS	<a href="mailto:alan.macmillan@thirskschool.org">alan.macmillan@thirskschool.org</a>
Humanities	GCSE Geography	G5	Mrs Blogg – Head of Geography	<a href="mailto:julie.blogg@thirskschool.org">julie.blogg@thirskschool.org</a>
	GCSE History	C7	Mr Hansen – Head of History	<a href="mailto:chris.hansen@thirskschool.org">chris.hansen@thirskschool.org</a>
Modern Foreign Languages	GCSE French GCSE German	A4	Mr Acheson – Head of MFL	<a href="mailto:andrew.acheson@thirskschool.org">andrew.acheson@thirskschool.org</a>
Art and Design	GCSE Art and Design	B6	Mrs Fenwick – Head of Art	<a href="mailto:jenny.fenwick@thirskschool.org">jenny.fenwick@thirskschool.org</a>
Business	GCSE Business	D7	Mr A Ward – Head of IT	<a href="mailto:andrew.ward@thirskschool.org">andrew.ward@thirskschool.org</a>
Design Technology	GCSE Design and Technology	B7	Miss Hullah – Head of Technology	<a href="mailto:charlotte.hullah@thirskschool.org">charlotte.hullah@thirskschool.org</a>
Engineering	WJEC Level 1 / 2 Award Engineering	B7	Miss Hullah – Head of Technology	<a href="mailto:charlotte.hullah@thirskschool.org">charlotte.hullah@thirskschool.org</a>
Hospitality and Catering	WJEC Level 1 / 2 Award in Hospitality and Catering	D9	Miss Hullah – Head of Technology	<a href="mailto:charlotte.hullah@thirskschool.org">charlotte.hullah@thirskschool.org</a>
Health and Social Care	Cambridge National Certificate in Health and Social Care	E5	Mrs Fletcher – Head of Health and Social Care	<a href="mailto:tori.fletcher@thirskschool.org">tori.fletcher@thirskschool.org</a>
IT / Computing	GCSE Computer Science	D18	Mr A Ward – Head of IT	<a href="mailto:andrew.ward@thirskschool.org">andrew.ward@thirskschool.org</a>
Performing Arts	GCSE Drama GCSE Music	F2 FS2	Mrs Dickson - Head of Performing Arts	<a href="mailto:louise.dickson@thirskschool.org">louise.dickson@thirskschool.org</a>